

Group members: Elisa (facilitator), Julia (note-taker), Neil (presenter)

Group Activity: Exploring Interactivity

Part 1: Outlining Choices

Choose either *Public Secret* or *howling dogs*, and break down the choices that the creator of the piece made in more detail, using this table as a starting point. You can add more rows and categories if there are choices you notice that aren't encompassed here (I also added an example from *howling dogs* to help you get started):

Category	Choice	Effect
Visual	Porpentine uses a black background with white font and blue links, the default style choice in Twine	The reversal of black and white sets the story apart from other online content, and establishes a darker tone. You could say that the white text is like a light in the darkness, drawing your eye to the linguistic story. The blue text grounds the player in the fact that hyperlinks are usually coded blue, signalling that the player should click the links.
Aural	No audio or background music	Freedom to imagine audio - What kind of sounds are there?
Spatial	Space between hypertexts	Shows user that there are different choices/paths to take
Linguistic	Clear and concise, but still with plenty of imagery. Text varies depending on user choices.	Allows user to easily imagine the scene, while still giving the freedom to make your player have a certain attitude or go down a certain path. It also returns users to the same descriptive room.
Gestural	Scrolling through text, clicking on hyperlinks.	Easy to navigate by scrolling and clicking . User friendly
Interactivity	Uses hyperlinks	With a lot of hyperlinks, it gives an effect to users to be excited to see new places on the site when interacting with it.
Story structure/ choice	Were led down the story based on the choices you selected. Various scenes that don't always seem connected.	The story unwinds by choosing paths through the activity room. The story will slightly change depending on
Themes	Mystery, dystopia, prison, unexpected, dark	Makes the user more invested in the story and choose links more carefully. Loop aspect (cycling every day) makes you feel trapped or not in

Group members: Elisa (facilitator), Julia (note-taker), Neil (presenter)

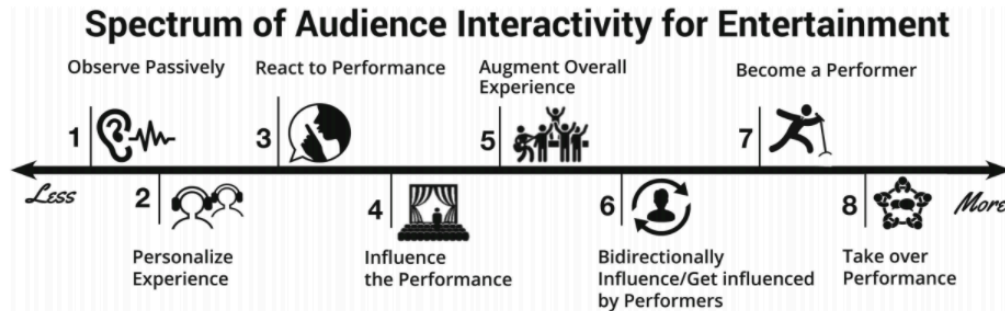
		control.
Platform (Twine or Flash webtext)	Twine hypertext	Easy to access and use, fully online in browser.

Group members: Elisa (facilitator), Julia (note-taker), Neil (presenter)

Part 2: Making Connections (pick 5 of the following questions to answer)

For the second part of the activity, consider all the readings on interactivity so far (*Public Secret*, *howling dogs*, “*Creation Under Capitalism*” & “*A Spectrum of Audience Interactivity*”)

1. Where would you place *Public Secret* and *howling dogs* on Striner, Azad, and Martens’ spectrum of audience interactivity? Why? (See pg. 221)



Howling dogs: 6, the choices you make affect what the narrator experiences, and what is happening in the story affects the choices you’re able to make

Public Secret: 1, no way to personalize experience

2. Revisit “A Spectrum of Audience Interactivity” and write down considerations and limitations regarding interactivity that you find helpful, with page numbers. How do you think *Public Secret* and *howling dogs* take advantage of the considerations and work with the limitations? Or are there places where they could better account for the considerations and limitations of interactivity?
3. What argument do you see *Public Secret* making? How do the interactive format and multimodal choices support that argument?

Group members: Elisa (facilitator), Julia (note-taker), Neil (presenter)

we gain in more “traditional” storytelling? How will you keep this in mind in your own compositions?

Group members: Elisa (facilitator), Julia (note-taker), Neil (presenter)

Part 3: Application

Pick one of the other examples of interactive media that Striner, Azad, and Martens mention in their article (see the links below). As a group, discuss how you see this piece or kind of media structuring interactivity in a different way. What are the constraints and affordances of this approach to interactivity?

- *Theater of the Oppressed*: [overview](#), [example](#) (watch the video and explore the website)
- [Coffee: A Misunderstanding](#)
- [Participatory design](#)
- [DragonCon](#)
- [Disney World](#)
- [Live-action role playing \(LARPing\)](#)
- [City Symphonies](#)
- [Whitacre's virtual choir](#)
- Or another example that you find in the article or can connect to these concepts!

If you have additional time, discuss how you will apply the ideas about interactivity, as well as the constraints and affordances of different approaches, to your Project 1. No need to write anything for this question, just discuss your answers as a group.